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ABSTRACT

The context and design of a graduate program of the Department of English at the University of Michigan that leads to the Doctor of Arts degree and prepares English teachers for community colleges, principally open-door urban colleges, are described. The description covers the following points: Qualifications for Admission; Program of Studies; The Core Courses; Elective Courses; Internship; Doctoral Project; and Processes of Review. Five appendixes provide additional information concerning procedures for application, representative cognate courses, sample programs, program staff, and plans for future development. (DB)

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THE DOCTOR OF ARTS IN ENGLISH

THE UNIVERSITY OF MICHIGAN

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JC 740 009

INTRODUCTORY

Since the fall of 1971, the Department of English of the University of Michigan has offered a graduate program leading to the degree of Doctor of Arts and directed toward preparation of English teachers for community colleges -- primarily but not exclusively for open door colleges in urban settings. What follows below is a broad description of the context and present design for that program.

The natural movement toward acceptance of a new graduate degree offers a rare opportunity for innovation and for response to developing areas in American education. While much attention has been given to the parallel and competitive relationship between the D.A. and Ph.D., little has been given to needs that have made development of the D.A. plausible and to programs that might best answer those needs. Fears that the D.A. degree might not achieve equality of status with the Ph.D., legitimate if one is asking whether holders of the degree will be employable, have led to programs differentiated from the Ph.D. only in title, and to programs cluttered with requirements listed in the name of rigor. Programs that merely recapitulate the conventional Ph.D., that do not remedy inadequacies in doctoral training of future college teachers, will not answer the demands of students for more humane and relevant education. Both the nature and title of the degree must be new; as for attainment of respectability, the D.A. will achieve status if its holders perform well in collegiate classrooms.

Graduate departments of English, in spite of the fact that they train the largest proportion of two-year college teachers through their M.A. programs, have been slow to recognize inadequacies in present programs and slower still to perceive and support valuable change in two-year colleges. One significant change is reflected in a relatively new name for two-year colleges: community college is replacing junior college, the new name reflecting a new sense of institutional autonomy and purpose. Community colleges have identified a constituency and an educational mission to be fulfilled for that constituency -- serving the needs of the educationally deficient and the vocationally oriented citizen as diligently as the needs of the academically oriented; offering educational enrichment to adults of all ages as well as academic preparation for younger students. A summary of that mission is stamped on every envelope issuing from our neighboring institution in Wayne County: "Wayne County Community College -- Your Open Door College."

Ten-thousand students responded to Wayne's invitation in 1969-1970; administrators at the college expect this number to quadruple in the next decade, if money can be found to hire teachers and acquire facilities. Wayne's problems of numbers and cost are characteristic of a second change that must be considered as new degree programs are planned; tuition charges continue to rise at four-year colleges and universities; rapidly increasing educational costs prompt legislators to demand upper limits on enrollments and resist expansion in the number of graduate institutions; inflationary costs of subsistence force more students to look closer to home for their education. Present economic trends support predictions like Joseph Cosand's that "the community college or technical institute will, by 1980, have accepted virtually the entire responsibility for providing the first two years of college work" (in Campus 1980, p. 139).

The open-door policy coupled with the trend toward increased undergraduate enrollment in community colleges by students planning four year and graduate degrees, results in a student body as varied as American society itself. The two-year college teacher

must be prepared to meet students who differ sharply in motivation as well as in the traditional expectations of "adequate" preparation. In urban settings the teacher must be prepared to respond to students who exemplify the economic, social, cultural, racial, and ethnic diversity found in American cities.

The English teacher, more often than any other in the two-year college, must deal with all dimensions of student variety. From its origin, the junior college has identified the teaching of English as one of its fundamental responsibilities, charging the English instructor with introducing students to (if not indoctrinating them in) the linguistic ways of the educated. Typically, the model for required English courses in junior colleges has been the freshman course in senior institutions -- a rational model as long as transfer was the sole aim and as long as the model course seemed effective in its own setting. In the community college, altered as it is in clientele and purpose, the English requirement often remains substantially unchanged in response to changes in the institution.

If English programs in community colleges are to be effective, they must be formed and taught by teachers who understand and sympathize with the defining aims of community colleges. Graduate training for such teachers must give sufficient conventional preparation to enable teachers to share with their students the worlds that imagination and learning have made; but those programs must also be flexible enough to bend and stretch both old and new materials into shapes appropriate to the unique collegiate context of the two-year institution.

The Michigan D.A. program in English is designed to require conventional training in English equivalent to a strong M.A., and then to offer broader preparation in the humanities of specialization in a sub-discipline pertinent to English programs in two-year colleges. Newly developed core courses and an internship address needs that characterize English in the two-year school. Breadth of preparation and interdisciplinary work replace the depth of specialization characteristic of Ph.D. programs. Unlike candidates for places in university English departments, where specialization in literature is a nearly invariable rule, candidates for positions in community colleges are likely to find themselves applying to departments that are not called "English," where courses in literature occupy much less than half the department's time. Among such departments known by names other than "English" (44% of the colleges do have English departments) are Humanities (25%), Communications (9%), Language, Language Arts, Language and Literature (13%), and General Studies (4%). Though some of the department titles reflect administrative convenience rather than educational purpose, the variety and total suggest that an English teacher's role in the community college differs sufficiently from that of his university counterpart to justify substantive differences in preparation.

As in other D.A. programs now existing or proposed, Michigan's will focus on teaching rather than research. Preparation for teaching includes an internship to be served in a community college, and a wide range of courses in learning theory, development of language and cognition, pedagogical theory and method, as well as social and psychological problems of the classroom and its inhabitants. Though research will not be central to the program, it will be an important component of the doctoral project in which candidates will be asked to discover and evaluate ideas, materials, and techniques that contribute to the learning and teaching of English. New research on teaching English in the two-year college is badly needed; we will expect graduates from the D.A. program to contribute to that research.

The community college is established in American higher education; its role will inevitably be as significant as its share of collegiate enrollment. Preparation for community college teaching requires graduate training more extensive and specialized than the M.A. has customarily been able to provide. Because the degree of Doctor of Arts seems ideally suited to certify such training, and because such training is necessary for the welfare of the entire collegiate community, the Graduate School and the English Department of the University of Michigan now offer the Doctor of Arts in English to prospective and experienced teachers in two-year institutions.

QUALIFICATIONS FOR ADMISSION

Graduates of accredited colleges and universities may apply for admission to the program. Experienced two-year college and high school teachers, including those who hold an M.A., an M.A.T., or a Master's Degree in Education, are particularly encouraged to make application. Admission to the program will be granted on the following criteria: 1) evidence of academic aptitude and competence; 2) evidence of commitment -- as shown by prior teaching experience and the applicant's statement of purpose -- to undergraduate teaching in the community college; 3) evidence of professional competence and qualities of educational leadership.

Students are expected to be enrolled full-time during the first year of their program of studies. No teaching appointment during this time will be permitted unless, in unusual circumstances, such permission is granted by the D.A. committee.

Applications will be evaluated by staff members connected with the D.A. program; in many cases, they will be aided by staff from two-year colleges. Application procedures are described on page 9.

PROGRAM OF STUDIES

The D.A. program differs from current Ph.D. programs by emphasizing teaching over research, by giving attention to practical and professional needs of community college teachers, and by allowing considerably more latitude in course elections, encouraging the development of individual and even idiosyncratic programs which reach out across departmental and disciplinary boundaries. The program contains four components: 1) a core of courses newly designed to meet the professional needs of two-year college English teachers; 2) elective courses in English and in cognate fields; 3) an internship; 4) a doctoral research project. Normatively, for a candidate holding a B.A. in English, the program will consist of 42 hours of course credit (27 hours of elective courses, 15 of core). Candidates already holding an M.A., or with graduate credits beyond the B.A., may expect a reduction in number of elective courses in recognition of relevant course work done elsewhere. However, should course preparation be judged insufficient, additional hours beyond the minimum may be required. Ordinarily, the program will require three years (six terms) of work beyond the B.A.; two years (four terms) beyond the M.A. Candidates holding a B.A. degree only may qualify for an M.A. degree in progress to the D.A.

THE CORE COURSES

These are designed to help prepare two-year college teachers for the variety of tasks typically demanded of them in the classroom, to provide opportunity for the sharing of experience and information, and to remedy deficiencies most often pointed out in conventional graduate programs: 1) insufficient preparation for teaching composition and developmental reading; 2) failure to give attention to variety and practicality in approaches to composition and literature; 3) failure to acquaint future teachers with the special character of two-year colleges and with the kinds of students who attend them. The core courses integrate content and method; wherever possible, they will be team taught in order to allow staff members to bring their special competencies to bear on problems common to the teaching of reading, composition, and literature. The courses are:

English 580-581: (8 hours): A two-term course given to the examination and discovery of innovative approaches to composition and to the development of other skills of literacy. The candidates will be asked to define realistic and defensible goals for teaching the skills of literacy to students who are not likely to enter the professions or academic life; and to examine and criticize traditional approaches to writing in the light of those goals. They will look into the problems of motivating non-readers and reluctant readers, and learn enough about diagnostic and standardized tests to be able to work effectively with teachers of remedial and developmental reading. The course will incorporate some recent (and some not so recent) findings from linguistics, where these bear directly on the teaching of language use. Practices in criticizing writing will be examined in the light of assumptions like these: that Standard English, as it is usually defined, is merely one of several forms of English and not necessarily the most important medium for all occasions; that language deficiencies must be distinguished from dialect differences in the teaching of reading and writing; that the writing teacher must be sensitive to the social and personal implications of dialect difference as he uses his red pencil. The course points quite openly toward curricular and practical reform in beginning English classes. It begins from two premises: that conventional freshman English courses have been particularly unsuccessful with ill-prepared students; and that the college-parallel course is not the only model to follow in designing introductory English courses in two-year schools.

English 582 (3 hours): A seminar exploring innovative and non-traditional approaches to literature. The aim of the seminar will be to aid teachers of undergraduates as they seek to respond to the growing demand for a more humane and relevant approach to the subject matter; to encourage the development of attitudes that emphasize literature and the reading of literature as creative processes, rather than as objects for scholarly inquiry. The content of the course will be heavily contemporary and chiefly of American works.

The content is important, but equally so is imaginative teaching. Thus, no curriculum is sacred. If the appropriate moment arises, the teacher will seize it and freely improvise. So, while teaching film or current songs, if a chance arises to use Shakespeare, that opportunity will not be missed; in fact, such opportunities can be planned as part of the course, but must be planned in such a way that students will welcome and understand the relationships. The working assumption is that all teachable literature is contemporary. The same planned relevance must be kept in mind vis-a-vis the courses in composition and language; that is, the teacher of literature must point out appropriate factors of language and composition are the goals.

Finally, literature will be studied in relation to other available and closely related aesthetic experiences, such as film, drama, and art, particularly the popular arts. Works of literature made over into radio, television or film versions; the treatment of racial or cultural minority groups in stories and novels; the lyric in popular songs, in plays or novels; the short story and the poem; imagery in literature and painting -- these are some of the kinds of things to be done.

ELECTIVE COURSES

These will be courses chosen by the candidate to augment his substantive preparation in English and to serve his individual needs as a teacher. Elections outside the Department of English are encouraged and may range, as suggested by the sample programs in Appendix Three, from nine to fifteen hours. Elections may aim at breadth rather than depth, as might be appropriate for a teacher in a humanities program; or they may aim toward a specialization useful in two-year college programs: e.g., in American literature and culture; in Black dialect and literature; in rhetoric and composition; in applied linguistics. In most cases, specialization should support the doctoral project the candidate chooses; in all cases, elections will be carefully scrutinized by the candidate's adviser, who will have the responsibility of insuring that elections are consonant with the candidate's professional aims and constitute a program rather than a random sampling. Appropriate cognate areas, and some relevant courses, are listed in Appendix Two; the sample programs suggest guidelines advisers will follow.

INTERNSHIP

Each candidate will be required to teach in one of several cooperating colleges, and to undertake counseling and other professional duties characteristic of faculty responsibilities. Students without prior teaching experience in two-year colleges will ordinarily intern for two terms. Experienced teachers will serve a shorter internship specially suited to their needs and interests. Interns will be supervised both by members of the faculties of participating colleges and by members of the University faculty. Successful internship, as judged by the supervising teachers, is a requirement for the D.A. degree. Financial support for the internship will be available.

The two-term internship will be designed to give the novice teacher experience in a variety of course types with students of varying abilities and interests. In some cases, an intern will teach for one term in each of two schools paired geographically. Typically, the intern will be closely supervised and counseled in his first term and given more autonomy in his second. Periodic reports, by the intern and by the supervisor, will record the intern's progress and identify any problems.

Experienced teachers will ordinarily intern for one term only and in a situation designed to foster innovation and research leading to the doctoral project. For example, a teacher whose experience has been in a rural or suburban community college might intern in an urban college; a teacher who has defined his doctoral project early in his course of study might teach an experimental course in a community college near the University of Michigan or, supported by released time, teach such a course in his own college; a teacher interested in college parallel programs might assist and teach in undergraduate courses at the University of Michigan. The internship is retained as a requirement for experienced teachers only that it may satisfy their own desires for new or broadened teaching and learning experience free of the pressure of heavy

course loads. Internship arrangements vary slightly from school to school, but every attempt will be made to match the student's interests to the opportunities available. Students in the first year of the program are undertaking internships at the following institutions; other schools have expressed interest in sponsoring an internship and inquiries from applicants are invited if special arrangements need to be made prior to entry into the first year of the program.

Michigan
- Highland Park Community College, Highland Park
- Kellogg Community College, Battle Creek
- Kalamazoo Valley Community College, Kalamazoo
- Oakland Community College, Highland Lakes
- Washtenaw Community College, Ypsilanti

Pennsylvania
- Harrisburg Area Community College, Harrisburg

Florida
- Miami-Dade Junior College, Miami

Virginia

DOCTORAL PROJECT

Each candidate for the D.A. will complete a doctoral project intended to provide opportunity for the student to develop personal and professional competence by giving extended treatment to a single problem, and to encourage research into areas often neglected in conventional Ph.D. dissertations (e.g., composition and rhetoric; goals and methods in developing literacy; pedagogically sound approaches to literature; the film and other popular arts; relations of literature to other art forms; interdisciplinary approaches to literature; applied linguistics). The doctoral project must be sufficiently limited in scope to be encompassable in one term of full time work. It should differ in subject matter from the conventional Ph.D. dissertation in having primary relevance to teaching undergraduates. Possible topics might include: an evaluation of a rhetorical or linguistic model for teaching composition; a design for an experimental course in drama and film; an analysis of persuasive and propagandistic uses of visual media; an identification of some typical language problems found in urban colleges, and some suggestions for solving those problems; an exploration of broad questions relating to literacy and its uses; an evaluation of one or more critical theories in light of the demand for humane approaches to the teaching of literature; a proposal for a remedial writing course based on creative writing; an examination and evaluation of some uses of programmed materials and teaching machines in English programs.

The format for the doctoral project will be flexible enough to permit a single extended work or a series of shorter, related papers; the development of a textbook or of ungathered classroom materials; visual materials. The project may allow for the possibility of joint or even group ventures, particularly those involving experimentation in classrooms. Since the doctoral project is intended to contribute as much to the candidate's own development as it does to new knowledge in English and the teaching of English, the subject and format will vary to serve individual needs.

PROCESSES OF REVIEW

1. First-year Review

At the end of a minimum of two terms of enrollment on the Michigan campus, all students will be asked to evaluate their year's work, to identify the shortcomings and successes of the program of study they have elected. This evaluation will take place through the counsel and advice of members of the D.A. staff and cooperating faculty from community colleges. Satisfactory progress during the first year is a pre-requisite to the assignment of an internship program in the second year.

2. Award of the M.A. Degree

For students who enter the program with a B.A. degree, the D.A. committee is authorized by the Rackham School of Graduate Studies to recommend that an M.A. be granted upon completion of the internship and a program of studies that in the opinion of the committee constitutes the equivalent of a strong M.A. in English. Students who expect to receive the M.A. in the course of their work for the D.A. should discuss their proposed program of study with their advisor as early as possible after admission to the program.

3. Advancement to Candidacy for the D.A. Degree

Upon completion of the internship and all course work, the student will submit to his faculty director a short prospectus describing his intended doctoral project. The director, aided by an appointed committee, will review the student's course work, his academic record and the report of his internship supervisor, evaluate the prospectus, and conduct an examination -- partly written, partly oral -- testing the student's preparation for undertaking his research as well as his ability to synthesize prior course work and teaching experience with his research aims. The written examination will require the student to prepare within one month essays on two or three questions. At least one question will ask the student to evaluate research in fields pertinent to his doctoral project. At least one question will ask the student to write on a broad question which will demand integration of materials and approaches encountered in his major and cognate course work. The oral examination will be used to probe further into relevant research, and to range more broadly into the student's areas of cognate study. The committee will recommend advancement to candidacy on the basis of the student's record, the prospectus, and the examination.

4. D.A. Review

The candidate will submit his completed project to a committee of four faculty members (three from the Department of English joined by an outside member from a cooperating two-year college). The committee will evaluate the project, review the candidate's total record, and determine whether the degree should be granted. An oral defense of the project will be required.

Participation in the Review Process by Two-Year Colleges

Supervising teachers in the two-year colleges will submit evaluations of the intern's success as a teacher. A bad report on teaching will be sufficient grounds for failure in the program. We expect to involve two-year college teachers on a continuing basis in the making and conduct of exams, in the evaluation of exams and the doctoral project.

APPENDIX ONE

PROCEDURES FOR APPLICATION

1. Follow normal procedures for application to the Rackham Graduate School, as described in the Graduate Bulletin. Standard application forms for admission and for financial aid may be obtained from the Graduate School or from the Graduate Secretary, Department of English, The University of Michigan.

2. Admission to the D.A. program in English is handled by a special committee of staff members from that program. The committee requires the following material supplementing the standard forms:

a. A letter explaining your reasons for wishing to enroll in the program (i.e., how you expect it to further your professional development and presenting a curriculum vita including the following information):

(1) Full name
(2) Home address (and mailing address if different)
(3) Sex, marital status, citizenship if other than U.S.
(4) Address of current employer
(5) Previous education (list in chronological order all colleges and universities attended. If previously enrolled in the University of Michigan, indicate school or college; if in extension, name the center. Include special institutes and workshops)
(6) Previous teaching experience
(7) Professional memberships
(8) Relevant professional activities (e.g., offices held in professional societies, administrative assignments, service activities, publications, speaking engagements)

b. Three letters in support of your application emphasizing the character and quality of your teaching and your capacity for educational leadership. The letters should be from supervisors and colleagues who know your work well. Applicants without prior teaching experience should provide letters emphasizing potential for success in teaching.

The supplementary material should be mailed, not later than the deadline for application to the Graduate School, to:

Director, D.A. Program of English
The Department of English
University of Michigan
Ann Arbor, Michigan 48104

APPENDIX TWO

REPRESENTATIVE COGNATE COURSES

Cognates in literatures other than English

Greek 461: Greek Literature in English; 462: Greek Mythology; 463: Greek Drama in English.
Latin 460: Latin Literature in English.
Chinese 471, 476: Chinese Literature in English.
Japanese 401, 402: Japanese Literature in English.
German 433, 434: German Literature in English Translation.
Scandinavian 421, 422: Scandinavian Literature in English; 441: Norse Mythology and Legend; 442: Icelandic Saga.
Near Eastern 445: Introduction to Islamic Literature; 446: Modern Near Eastern Literature; 449, 450: Introduction to the New Testament and Contemporary Jewish Literature; 451: Introduction to Arabic Literatures.
French 431, 432: French Literature in Translation.
Italian 431, 432: Italian Literature in Translation.
Slavic 425, 426: Polish Literature in English; 449, 450: 20th Century Russian Literature; 451, 452: Survey of Russian Literature; 462: Dostoevsky; 463: Chekhov; 464: Tolstoy; 465: Turgenev; 595: Survey of the Soviet Union.

(Students with the requisite competence will be encouraged to take cognate literature courses in the original language.)

Cognates in other humanistic disciplines

History 458, 459, 460: The Intellectual History of Europe; 513, 514, 515, 516, 521, 522: Period Courses in the History of England; 555, 556, 557, 558, 559, 560, 561: Period Courses in the History of the United States; 571, 572: Intellectual History of the United States; 573: History of the American City; 574: Contemporary American THought; 579, 580: The Negro Experience.

History of Art 469: Neoclassic and Romantic Painting; 474: American Art to 1913; 476: French Impressionism; 478: Twentieth Century Painting in the United States; 486: Islamic Art; 489: Art of Japan; 499 (American Studies 499): The Arts in American Life.

Music 410: The Major Traditions of Arts in the West; 423: Music of the Twentieth Century; 450: American Music.

Philosophy 405, 406: Plato and Aristotle; 409: Philosophy of Language; 410: American Philosophy; 411: Philosophy of Social Science; 412: Philosophy in Literature; 429: Ethical Analysis; 431: Normative Ethics; 438: History of Aesthetics; 439: Aesthetics; 440: Aesthetics of Poetry; 441: Social Philosophy; 442: Topics in Political Philosophy; 456: Pragmatism; 462: British Empiricism; 465: Contemporary Continental Philosophy; 466: Aisan Philosophy; 470: Twentieth Century Philosophy in England; 475: Romanticism; 480: Philosophy of Religion; 482: Philosophy of Mind; 483: Philosophy of History.

Cognates in American Studies

American Studies 498: Conference on American Culture; 499: The Arts in American Life; 698: American Culture in Comparative Perspectives.

(Many of the courses listed above in History, History of Art, Music, Philosophy.)

Cognates in Afro-American Studies

Afro-American Studies 476: Afro-American Literature; future courses created in the Afro-American program as appropriate.

Anthropology 462: Problems of Race; 402: Class, Caste, and Dialect.

History 579, 580: The Negro Experience; 687: Studies in Negro History; 699: American Cultural Philosophy and its Historical Determinants as Related to Race and Ethnic Differences.

(Where courses are available, candidates will be encouraged to plan specializations pertinent to understanding the cultures of other ethnic groups represented in the urban college.)

Cognates in Learning and teaching

Social and psychological issues

Anthropology 462: Problems of Race; 402: Class, Caste, and Dialect.

Education A502, A503, A504: Contemporary Education; A530: Problems in Educational Sociology; A600: Education and Political Development; A601: Education and Socio-cultural Change; C642: Language and Cognitive Development in Children; G602: Current Problems in Higher Education; G609: The College and University Professor; G705: The College Student; G800: Seminar: The Community College.

Psychology 472: Psychology of Literature; 486: Attitudes and Social Behavior; 487: Psychology of Influence.

Sociology 303: Race and Culture Contacts; 335 or 435: The Urban Community; 423: Social Stratification; 458. Sociology of Education.

APPENDIX THREE

SAMPLE PROGRAMS

The following sample programs are offered to indicate the latitude envisaged in course elections and typical distributions of cognate and courses in English. They should not be taken as exhaustive of the range of options open to the student as he designs his own program with the aid of his advisor.

I. Candidate with B.A. in English: emphasis on American literature and culture:

FIRST YEAR

Term I		Term II	
Education G800 (The Community College)	(3)	English 476 (Black literature)	(3)
English 580 (Core Course)	(4)	English 581 (Core Course)	(4)
English 582 (Core Course)	(3)	English 669 (Proseminar in American literature)	(3)
Course in American History	(3)	English 670 (second half of proseminar)	(3)

Term IIIA or IIIB

English 566 (Modern Period) (2)
Course in American History (2)

SECOND YEAR

Internship

THIRD YEAR

Term I		Term II
American Studies 499 (Arts in American Life)	(3)	Doctoral Project
American Studies 698 (American Culture in Comparative Settings)	(3)	
History of Art 478 (20th Century Painting in U.S.)	(3)	
Independent Study	(3)	

II. Candidate with B.A. in English: emphasis on minority cultures in the United States:

FIRST YEAR

Term I

Education G603, English 589 (4)
English 580 (4)
English 582 (3)
English 476 (3)

Term II

Linguistics 402 (Class, Caste, and Dialect) (3)
English 581 (4)
Anthropology 421 (Cultures of Africa) (3)
Japanese 402 (Japanese literature since 1600) (3)

Term III

Double proseminar in American literature (6)

SECOND YEAR

Internship

THIRD YEAR

Term I

History 580 (The Negro Experience) (3)
History of Art 489 (Art of Japan) (3)
English 869 (Seminar in American literature) (3)
Anthropology 462 (Problems of Race) (3)

Term II

Doctoral Project

III. Candidate with B.A. in English: interest in developmental language problems.

FIRST YEAR

Term I

Education G800
English 580
English 582
Philosophy 426 (Philosophy and Linguistic Theory)

Term II

English 409 (American English) or Linguistics 402 (3)
English 581 (4)
Psychology 451 (Development of Language and Higher Mental Processes) (3)
English 412 (Modern Grammars) (3)

Term III

English 569 (American literature) (2)
Psychology 485 or Education C602 (Group Dynamics) (2)

SECOND YEAR

Internship

THIRD YEAR

Term I		Term II
Education D781 (Special problems in teaching of English	(3)	Doctoral Project
Education C510 or C591 (Reading problems)	(3)	
English 811 (Seminar in English Language)	(3)	
Education C701 (Learning)	(3)	

IV. Candidate with M.A. in English: interested in creative writing and its application to writing courses in community colleges.

FIRST YEAR

Term I		Term II	
English 580	(4)	English 581	(4)
English 582	(3)	Education C555 (Evaluation and Testing)	(3)
English 665 (Proseminar: English Literature of the Modern Period)	(3)	English 666 (Proseminar: English Literature of the Modern Period)	(3)
English 423, 424, or 427 (Creative Writing)	(3)	English 429 (The Writing of Poetry)	(3)

Term III

Double proseminar in prose fiction (6)
or double proseminar in criticism (6)

SECOND YEAR

Term I	Term II
Internship	Doctoral Project

V. Candidate with M.A. in English: interest in curricular development.

FIRST YEAR

Term I		Term II	
English 580	(4)	English 581	(4)
English 582	(3)	Education G602 (Current Problems in Higher Education)	(3)
Education D620 (Teaching of English)	(3)	English 569	(3)
English 637 (Proseminar in Criticism)	(3)	English 638 (Proseminar)	(3)

Term III

Education H701 (Community, Continuing and Adult Education)	(3)
Independent Study	(3)

SECOND YEAR

Term I	Term II
Internship	Doctoral Project

APPENDIX FOUR

PROGRAM STAFF

Richard W. Bailey, Associate Professor of English, Program Director

Education and teaching experience: Dartmouth College, A.B., 1961; University of Connecticut: M.A., 1963; Ph.D., 1965. University of Connecticut Graduate Assistant, 1961-62; Lecturer, 1964; Willimatic State College: Instructor, 1963; University of Michigan: Assistant Professor, 1965-1971; Associate Professor, 1971--; S.U.N.Y. at Buffalo: Visiting Assistant Professor, summer, 1969; University of California (Berkeley): Visiting Assistant Professor, spring, 1970.

Honors and Awards: Visitor in Linguistics, the RAND Corp.; ACLS Fellowship, 1968; Fellow, Institute for Advanced Studies in the Humanities, The University of Edinburgh, 1971.

Interests, pertinent publications and professional activities: Richard W. Bailey is particularly interested in American regional and social dialects and the analysis of style by linguistic means. He is the co-author of English Stylistics (MIT Press, 1968), Statistics and Style (American Elsevier, 1969) and, with J. L. Robinson, Varieties of Present-Day English (1973). He has contributed papers to Style, Computers and the Humanities, Poetics, Language Sciences, and the Michigan Quarterly Review.

A. Stephen Dunning, Professor of English

Education and teaching experience: Carleton College, B.A. 1949; University of Minnesota, B.S. and M.A. 1951; Florida State University, Ph.D., 1959. Junior and senior high school English teacher, 1951-59; Duke University: Assistant Professor 1959-61; Northwestern University: Associate Professor, 1962-64; University of Michigan: Associate Professor, 1964-69; Professor, 1969--.

Interests, pertinent publications, and professional activities: Stephen Dunning is interested in the teaching of English and has been particularly active in encouraging the reading of contemporary poetry in the schools. He is National Chairman of the Conference on English and Education. He has been President of the Michigan Council of Teachers of English, Chairman of the Scholarly Appraisals Committee of NCTE, Chairman of the ad hoc Committee on the Teaching of English in Junior High for NCTE, directing three institutes, "English in the Middle Grades" in 1968. He has been a speaker and consultant to over forty school districts in the past ten years; he is the Chief Consultant for English, Scholastic Book Services. He has published books and articles on the teaching of English (e.g. Teaching Literature to Adolescents: Poetry (Scott, Foresman, 1968); Teaching Literature to Adolescents: Short Stories (Scott, Foresman, 1968); anthologies of poetry ("Reflections on a Gift of Watermelon Pickle" ... And Other Modern Verse (Scott, Foresman, 1966); "Some Haystacks Don't Even Have Any Needle" and Other Complete Modern Poems. He is editor of Today's Poets, five L.P. recordings of contemporary poets.

Daniel N. Fader, Associate Professor of English

Education and teaching experience: Cornell University, B.A., 1952; M.A., 1954; Stanford University, Ph.D., 1962. Research scholar, Christ's College, Cambridge, England; Stanford University: Teaching Assistant, 1958-60; Act. Instructor, 1960-61; University of Michigan: Instructor, 1961-63; Assistant Professor, 1963-67; Associate Professor, 1967--.

Honors: Newhouse Fellow, Stanford University; Herr Memorial Lecturer, College Reading Association; Trull Lectureship, Wharton Junior College.

Interests, pertinent publications and professional activities: Dan Fader is interested in problems of literacy, of shaping classrooms and practices to the needs of individual students. He has served as consultant to the U.S. Office of Education, Division of Elementary-Secondary Research; to the District of Columbia Public Schools; to the Camp Kilmer Job Corps Center; to the Junior College Districts of Dallas, Texas, Los Angeles, California, and Dade County, Florida; to the Program for Re-training High School Teachers of English, Lamar County, Alabama; to the Urban Teacher Corps, Catholic University. He was Project Director for the U.S.O.E. English in Every Classroom Project; he is a member of the National Study Group for Research in Higher Education and of the Editorial and Policy Advisory Board, ERIC for Junior Colleges. Professor Fader's publications include Hooked on Books (Berkeley Books and G. P. Putnam, 1966 and 1968); The Naked Children (published by Macmillan 1972). He has published articles and lectured widely on topics related to the teaching of literacy.

Marvin Felheim, Professor of English

Education and teaching experience: University of Missouri: Instructor, 1945-47; Visiting Professor, spring 1965, summer 1966, fall 1968; University of Michigan: Instructor, 1948-52; Assistant Professor, 1952-56; Associate Professor, 1956-62; Professor 1962 to present; Seminar in Higher Education (University of London) summer 1967; English Language Institute, summers 1969, 1970; National Taiwan University: Visiting Professor (Smith-Mundt), 1954-55; Nagano, Japan, Seminar: Lecturer (State Department Spec. Grant), summer 1955; University of Birmingham (Great Britian): Shakespeare Institute, Hon. Fellow, 1957-58; Universities of Bordeaux and Toulouse; Fulbright Lecturer, summer 1958; University of Athens; Fulbright Lecturer, 1962-63; Universities of Bratislava and Olomec, and Charles University (Czechoslovakia): State Department Spec. Lecturer, spring 1963; University of Istanbul: Visiting Lecturer, spring 1963; University of Hawaii: Visiting Professor, summer 1964; Summer Institute, National Film Theatre, London, 1972.

Honors and Awards: University of Michigan Class of 1923 Award for Excellence in Teaching, 1954; Phi Beta Kappa; Phi Kappa Phi (Past President, member of board, University of Michigan chapter); Carnegie Fellow Honors Council, University of Michigan, 1960-61; Williams' Award for Humanities, 1970; Distinguished Faculty Achievement Award, 1971.

Interests, pertinent publications and professional activities: Marvin Felheim is interested in contemporary fiction, drama, film and the teaching of film, and the relations of popular and fine arts to literature and the teaching of literature. He has lectured widely, to academic and public audiences, on literature and the arts, including such community colleges as Jackson Community College, Bay de Noc Community College, Grand Rapids Junior College, Schoolcraft Community College, and Flint Community College. Professor Felheim has been active in developing innovative courses in English and in the American Studies Program (e.g. The American Film) and in developing graduate programs. He is currently the director of the program in American Studies at the University of Michigan; he is a member of the National Advisory Council of the Popular Culture Association. His publications include books on American theatre, comedy, the contemporary short-story, and most recently on Aristophanes. His journal articles have appeared in College English, American Literary Realism, Comparative Drama, The New England Quarterly, and many others.

Jay L. Robinson, Associate Professor of English, Program Director

Education and teaching experience: University of California (Berkeley), B.A. 1954; M.A. 1958; Ph.D., 1962. University of California: Teaching Assistant, 1957-60; Associate in English, 1960-61; Northwestern University: Instructor, 1961-63; Assistant Professor 1963-65; University of Michigan: Assistant Professor 1965-68; Associate Professor, 1968--.

Jay L. Robinson

Honors and Awards: Danforth Associate, 1971--; Fellow, Institute for Advanced Studies in the Humanities, The University of Edinburgh, 1972.

Interests, pertinent publications and professional activities: Jay Robinson is interested in modern English grammars and their relation to composition, in American social and regional dialects in their implications for teaching. Professor Robinson has taught in workshops and NDEA Institutes for secondary school teachers; he has served as consultant on the teaching of English language to several high schools and junior high schools and taught in in-service training programs, most recently at Miami Dade Junior College. He has served as the Chairman of the Committee on Teacher Preparation in the English Department of the University of Michigan since 1969, and served as Director of the Doctor of Arts in English Program (1971-72). He is the co-author of English Linguistics: An Introductory Reader (1970), (with R. W. Bailey) of Varieties of Present-Day English (1973), and has written articles on other linguistic subjects.

Bernard Van't Hul, Associate Professor of English

Education and teaching experience: A.B., Calvin College, 1959; M.A., Northwestern University, 1961; Ph.D., Northwestern University, 1971; Teaching Assistant Calvin College, 1959-60; Teaching Fellow (Adult Classes, Evening Division), Northwestern University, 1961-72, 62-63; Instructor, Calvin College, 1964-65; Assistant Professor, 1965-70; Assistant Professor, University of Michigan, 1969-72; Associate Professor, University of Michigan 1972--.

Honors and awards: Woodrow Wilson Fellow, 1960; Danforth Teaching Fellow, 1967.

Interests and professional activities: Bernard Van't Hul works as an assistant Editor on the staff of the Middle English Dictionary and teacher courses in Old English, Middle English language and literature, and expository writing. He is interested in clarifying (for himself and for his students) the relevance of cultural change to classroom standards for excellence in conventional and unconventional exposition.

APPENDIX FIVE

PLANS FOR FUTURE DEVELOPMENT

The program focussing on the community college has been conceived as an appropriate use for the degree of Doctor of Doctor of Arts, worthy of immediate attention since the need for such programs is so urgent and their lack so obvious. The Department of English has, however, begun discussion of other uses of the D.A. supported by programs modified to the needs of four year college and university teachers. We are convinced that the major features of our program design -- length of residency, relation of required to elective work, relation of English to cognate work -- and the major components of our program -- course work, internship, and doctoral project - apply equally well to the training of two-year and four- or five-year college teachers. Differentiation of course work per se is of course desirable. But we are also convinced that one degree title should be awarded to all teachers of undergraduates enrolled in programs emphasizing teaching and requiring work beyond the M.A., in order to emphasize continuity and common interests in higher education.

Our planning for other D.A. programs is still in very early stages, but broad directions can be indicated. Programs for preparing senior college teachers will likely require: more depth of preparation in English and American literature; basic competence in a second literature, including the ability to read that literature in the original language or basic competence in a single cognate humanistic discipline. Area studies, for example American or Western European, would be appropriate, as would Afro-American. Course work concentrating on the development of literacy would be reduced, although some attention to the theory and teaching of composition and communication would be required. An internship, modified in terms of career goals, would be retained, perhaps in a shortened form since candidates could gain relevant experience by assisting and practice teaching in courses at Michigan. Some attention would be given to pedagogical and learning theory. The possibility has been raised that creative works of literature might be offered in satisfaction of the requirement for a doctoral project, a requirement that will, of course, remain a requirement. How soon such supplementary D.A. programs develop depends on staff initiative and support and student interest. We anticipate early development since student interest seems assured, judged from the number of inquiries we have received, from suggestions by experienced community college teachers and administrators, and from parallel developments in other graduate institutions.

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